

## Implementation of Canva Application as Digital Learning Media in Influencing Student Creativity Skills

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### Abstract

*The purpose of this study is to determine the effect of using the Canva Application as a digital learning media on the creativity ability of students of the Office Administration Education Study Program at Surabaya State University. The study is a quantitative research with a comparative causal method (ex-post facto). The determination of the sample size was carried out in accordance with the Slovin equation involving 95 students of the Office Administration Education Study Program Class of 2022. The technique of data analysis uses simple linear regression with the help of SPSS 16 for Windows Software. The study results show that the simple regression coefficient is positive at 0.572. The higher the level of Use of Canva Application as a digital learning media, the more students' creativity ability increases. The value of R Square of 0.406 means that the variable use of the Canva Application affects the students' creativity skills by 40.6%.*

*Keywords: Canva Application; Student's Creativity Skills; Digital Learning Media*

### INTRODUCTION

Digital technology-based learning is very important to facilitate understanding of learning concepts, increase student enthusiasm for learning, and expand student learning resources, so that students feel more interested in the material presented through the utilization of digital technology during the teaching and learning process (Anggraeny et al., 2020). Learning based on technology is one of the characteristics of innovative learning. The application of Information and Communication Technology (ICT) in the learning process can increase students' active participation and increase the usage of digital technology (Rahayu, 2023). The technology is to transform education to obtain information quickly, increase creativity in creating interactive learning media, and assist in designing and evaluating learning activities (Putri Bijang et al., 2022; Yuliana et al., 2023). Learning media development can be done through the Canva application which provides various features to create various types of audio-visual materials, such as animated videos, posters, infographics, presentations, leaflets, mind maps, social media content, and so on (Ningsih et al., 2024; Parinduri, 2023; Yuliana et al., 2023). In addition, one of the digital learning media that is often used by many people in recent years is the use of Canva App to improve students' skills and creativity (Pelangi, 2020). Everyone can use Canva to design in various contexts, from work to education. The use of user-friendly elements and features makes the Canva application increasingly popular among students for free and paid design platforms (Canva Pro) in doing everything that involves graphic design (Sobandi et al., 2023).

The ability to use graphic design applications, such as the Canva application, has been proven to increase creativity (Amanda et al., 2023) and student learning outcomes (Prihartini & Sriyanto, 2019). This can be seen from the utilization of Canva as a learning media that can improve students' creativity and learning outcomes in Class VIII social studies language subjects at SMP Muhammadiyah 2 Purwokerto (Prihartini & Sriyanto, 2019). In addition, the use of Canva in learning activities can increase participatory, collaborative, and interactive between students and teachers (Jannah et al., 2023; Siregar et al., 2023).

In Indonesia, the use of graphic design applications in education is also supported by government policies, such as the Merdeka Belajar program aimed at utilizing technology in the learning process (Parinduri, 2023). In addition, the COVID-19 pandemic has also driven the increasing use of

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digital technology in education, one example is the use of graphic design applications (Canva) to support online learning (Azzahra, 2020). Through the hybrid learning program, State University of Surabaya utilizes digital technology as a medium for online learning and face-to-face learning, so this program encourages lecturers and students to be more active in using various digital applications, one of which is the Canva application. Indirectly, a series of activities organized by the Faculty of Economics and Business, especially the Office Administration Education Study Program, encourage students to be more active in using the Canva application in creating learning presentation designs, concept maps, virtual backgrounds during seminar activities and teaching practitioners.

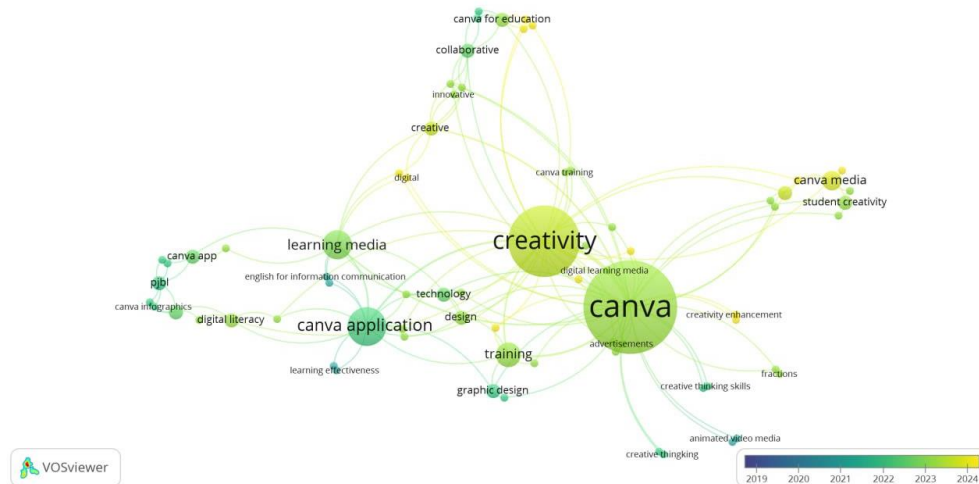
Ideally, the Office Administration Education Study Program can facilitate students to develop creativity through various learning media that are innovative and relevant to learning activities ranging from making graphic designs, animated videos, presentation designs, and other educational materials. This aims to prioritize original and innovative work in meeting the needs of academic education. The existence of the Canva application is expected to enable students to improve information visualization, develop creativity, and make learning media more attractive to the audience. The template design feature aims to provide interesting design concept learning opportunities for Canva application users in finding creative ideas, creating design visualizations, and developing graphic design skills (Sadewa, 2023).

However, the fact is that there is still a gap between expectations and reality in the Office Administration Education Study Program. Many students use drag and drop techniques in the Canva application to make it easier for someone to learn design, as well as the desire for attractive design results with limitations on their design skills (Sadewa, 2023). The focus of the problem that occurs stems from Canva application users who tend to rely on the template feature rather than developing their creative ideas. This is contrary to the purpose of the Canva application to provide design training to students through the stage of practicing independently in developing designs on an ongoing basis (Sadewa, 2023). Therefore, an alternative strategy in increasing student creativity can be done by avoiding plagiarism of design concepts intentionally or unintentionally, so that the results of developing good educational materials certainly have a high originality value (Napitupulu et al., 2020). This strategy can be realized through the use of online collaboration and sharing features provided by the Canva application, to make it easier for students to collaborate and share ideas with each other in the process of making learning media (Arianto & Suyitno, 2023).

Other alternative strategies can be carried out through training activities, self-development and knowledge about their creative mindset, in order to encourage the creation of creative ideas. This aims to produce new work based on theories, concepts, and knowledge possessed in using the Canva application as a learning medium (Nadliroh et al., 2023). In order for creative ideas to be channeled properly, students can develop imagination and utilize various features / menus that support the Canva application. Students can also modify templates into the latest design results that can improve new creative templates (Amini & Suswanto, 2022). Thus, the use of Canva application (variable X) is expected to have a positive influence on the creativity skills of students (variable Y) of the Office Administration Education Study Program.

Prihartini & Sriyanto (2019) state that there is an effect of using Canva learning media on increasing student creativity and learning outcomes. Zakaria & Kusmiyati (2024) state that there is an influence of templates and elements in Canva for Education on student creativity. Noventi (2024) also stated that there is a correlation between Canva media applications and student creativity. From some relevant research results, it shows that the use of Canva application affects creativity skills. However, this study has gaps with previous research, as shown in the figure attached below:

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Source: VOS Viewer in 2024

Figure 1. Journal of Previous Research Based on Co-Occurrence Analysis

From the results of the description above, researchers can come up with novelty in the form of variable Y (use of the Canva application) which is focused on Canva for Education. Based on the picture above, the keyword “Canva for Education” looks small, so the novelty is very high. The problem of students' tendency to use templates as learning media can inhibit their creative ideas, and reduce the level of originality of their work. For this reason, research updates were carried out by involving Office

Administration Education students at Surabaya State University as the research population. The urgency of the research "Implementation of Canva Application as Digital Learning Media in Influencing Student's Creativity Skills" is the use of Canva application as a medium of learning and visual communication during lecture activities, as well as improving digital-based learning through the use of Canva application. This research aims to measure the level of creativity ability possessed by each student. The contribution of this research is expected to encourage students' creativity ability to find creative ideas in making interactive learning media, so that learning media is original.

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

### Theory of Technology Acceptance Model

Marlina (2018) states that TAM (Technology Acceptance Model) is a theory adapted from the TRA (Theory of Reasoned Action) theory, which is a theory that explains actions based on the assumption that there are reactions and perceptions of each individual to something that determines the attitudes and behavior of each individual. The purpose of TAM is to explain and provide estimates on user acceptance of factors that can affect acceptance of technology in an organization. TAM states that there is a causal relationship between beliefs, behavior, goals or needs, and the use of users. Dewati et al. (2023) state that TAM (Technology Acceptance Model) has several behavioral components that provide knowledge to users, if someone has the will to do something, then someone can do it without any restrictions. TAM (Technology Acceptance Model) has 5 variables that can be used in information technology, such as:

Perceived Usefulness in Marlina (2018) states that each individual can trust the use of the system to provide participation in achieving these goals. Perceived usefulness in using information technology can be known through the trust of information technology users to provide technology acceptance decisions, with the trust in an information technology user can provide positive participation for other technology users. Hanifa et al. (2023) state that Perceived Usefulness is an information system to improve performance while working. In this variable can be measured from work will be faster, has benefits for users, provides additional work productivity, increases effectiveness, develops user performance. Hadi & Assegaff (2022) identified that Perceived Usefulness is referred to as a measuring tool for individual confidence in the use of information technology to provide improved work results for each user. Putri et al. (2022) state that Perceived Usefulness is how far a person can trust the technology being operated can improve performance results through the use of technology. Based on the theory above, the relationship between perceived usefulness in using the Canva Application can be

seen from each user who has the perception that the Canva Application is very useful for facilitating the creativity process, students will take advantage of the Canva Application features that can increase creativity and be utilized as software for compiling interactive learning media, such as PowerPoint learning media, posters, infographics, and mind maps. Each student can also create animated videos through the Canva Application as one of the online learning media and in-class learning.

Perceived Ease of Use in Marlina (2018) states that Perceived Ease of Use is defined as the level of each individual believing in the use of a system that is free from a limited resource effort for each individual allocated into several activities. The most important thing for each user is the amount of effort that has been expended in using a system. Hanifa et al. (2023) state that Perceived Ease of Use has the aim of convincing users that the use of information systems is easy to use and does not cause them to feel difficulties when using technology. Hadi & Assegaff (2022) state that Perceived Ease of Use is an ease of using technology that everyone can have as a form of using technology to achieve their expected needs. Putri et al. (2022) state that Perceived Ease of Use as trust in the decision-making process. Based on the theory above, the relationship between the perceived ease of use of the Canva Application can be seen from each user finding it easy to learn and use the Canva Application to support the creative thinking process in each student. The ease of use of the Canva application can be utilized by students to further explore the various design elements, templates, and features provided by the Canva Application. The interface of the Canva application is considered user-friendly with drag and drop features, so that novice users can learn independently in creating content or interactive learning media (Sadewa, 2023).

Attitude Toward Using in Marlina (2018) states that Attitude Toward Using is an attitude in TAM towards technology which has the concept of using a system that forms acceptance or rejection of the consequences if each individual uses technology for their work. This usage attitude factor is an aspect that has an influence on the behavior of each individual. Attitude of use is also expressed as a positive or negative feeling from each individual who performs the specified behavior. Hanifa et al. (2023) state that Attitude Toward Using is the attitude that users have to implement information systems, or it can be referred to as the pros and cons attitude towards product implementation. Hadi & Assegaff (2022) state that Attitude Toward Using is an attitude towards using the system in the form of acceptance or rejection which has an impact when users use technology in their work. Putri et al. (2022) state that Attitude Toward Using is a type of need based on motivation that has a subjective and experiential nature, which means that everyone will trust a product or carry out activities to fulfill the need to provide happiness and confidence. Based on the theory above, the relationship between attitudes towards using the Canva Application can be seen from each user utilizing the Canva Application as a digital learning medium to encourage participatory, collaborative, and interactive between students and lecturers. This shows a positive attitude towards using the Canva Application as a learning medium. The high interest and enthusiasm of students towards using the Canva Application can trigger an attitude of curiosity to try independently in channeling their innovative and creative ideas.

Behavioral Intention to Use in Marlina (2018) states that Behavioral Intention to Use is a tendency towards behavior in using technology. This behavior can be seen from the user whether or not they have the intention of using technology. The behavior carried out is behavior that has been planned and hopes to be carried out properly. Hanifa et al. (2023) state that Behavioral Intention to Use is an attitude that has a tendency for users to continue using the technology. User behavior continues to use information systems and has the desire to influence other users to use information systems. Hadi & Assegaff (2022) state that Behavioral Intention to Use is a behavioral intention that users have in using information systems, so that this behavior tends to continue using the information system used. Putri et al. (2022) state that Behavioral Intention to Use is an increase in using technology in each individual can be estimated from a person's attitude of attention to technology, such as wanting to add more supportive hardware, having motivation and wanting to motivate other users in using technology. Based on the theory above, the relationship between behavioral intention to use the Canva Application can be seen from the positive intention to use the Canva Application in completing academic assignments in the form of making learning media and creating animated content for education. Students who have

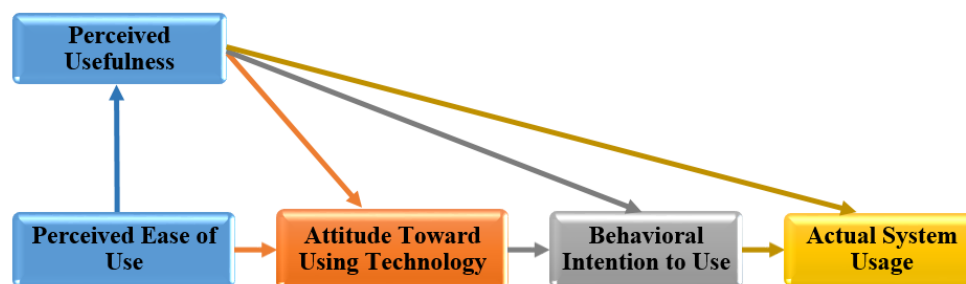
positive behavioral intentions of use can encourage the creation of learning media by prioritizing originality of work (Napitupulu et al., 2020), as well as minimizing the tendency to use templates with drag and drop techniques (Sadewa, 2023).

Actual System Usage in Marlina (2018) states that Actual System Usage is the real situation in using the system. The concept applied is a form of measurement in the frequency and time limit of using technology. Each individual will have satisfaction in using the system and if the system is used easily it will provide an increase in user productivity and is reflected in the real situation of the user. Hanifa et al. (2023) state that Actual System Usage is a real situation in implementing a system. The pattern that is measured is the time limit in using the information system. Hadi & Assegaff (2022) explain that Actual System Usage is a real behavior or situation with real circumstances in using a system. This behavior can also be interpreted as a form of external psychomotor response that everyone can measure using real use. The concept is applied in the form of measurements on the frequency and time limit in using technology. Based on the theory above, the relationship between Actual System Use and the Canva Application can be seen from the real activities of each Canva Application user who utilizes the sophistication of the Canva application features / menus to enhance creative ideas. In producing original learning media, students can use the collaboration features provided by the Canva application to share creative ideas between users (Arianto & Suyitno, 2023).

### The Relationship Between Canva Application and Technology Acceptance Model Variables

The relationship between the Canva Application and the variables of perceived use, perceived ease of use, and attitudes towards users, behavioral intentions of use, and actual system conditions can be seen from each student in utilizing the Canva Application as one of the software for making interactive learning media. Students can utilize various elements, templates, features/menus that have been provided by the Canva Application. The ease of use of Canva Application is considered effective to increase student participation and collaboration between students. The Canva App interface is considered user-friendly with drag and drop features, so that novice users can learn independently in creating content or interactive learning media. Students who have positive usage behavior intentions can encourage the creation of learning media by prioritizing originality of work.

The conceptual framework of the Technology Acceptance Model can be seen in the figure below:



Source: Adaptation of research (Jogiyanto, 2007)

Figure 2. Technology Acceptance Model (TAM)

### Canva Application-Based Digital Learning

Putra & Filianti (2022) state that the Canva for Education application is a digital platform created for educators and students to have a productive, interactive, and fun learning experience when learning activities take place. Canva for Education was created as an interactive and collaborative digital learning media development. In this context, Canva for Education is utilized as project-based learning, so that educators can provide tasks as challenges faced by students in real technological developments.

### Creativity Skills

Rhodes argues that creativity can be seen from several aspects, namely there are four aspects or can be known as the Four P's of Creativity (Person, Process, Press, and Product). Person is a creative act that arises from unique thoughts that exist in a person's entire personality in relation to the surrounding environment. Process is the process of creative thinking, according to Wallas' theory this is more implemented in the development of creativity which includes several stages, namely the stages of preparation, incubation, illumination, and verification. Press (Encouragement) is to provide internal

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encouragement factors (desire to produce something creatively) and external encouragement (social and psychological environment). Product is the skill to produce and create something new (Parinduri, 2023). Munandar (2009) states that creativity is the skill to connect existing information into different variations based on data and information by obtaining the results of several solutions appropriately to solve a problem. In developing creativity, it is necessary to measure the development of student creativity through several indicators of student creativity, such as Fluency, Flexibility, Originality, and Elaboration. If creative thinking skills are maximized, then every student can be inspired to design, create, and produce various creative works.

Based on the description above, the researcher can formulate a research hypothesis:

H1: The Use of Canva Application has a positive effect on Perceived Usefulness

H2: The Use of Canva Application has a positive effect on Perceived Ease of Use

H3: The Use of Canva Application has a positive effect on Actual System Use

H4: Students Creativity Skills have a positive effect on Attitude Toward Use

H5: Students Creativity Skills have a positive effect on Behavioral Intention to Use

H6: The Use of Canva Application has a positive effect on Students Creativity Skills

### METHOD

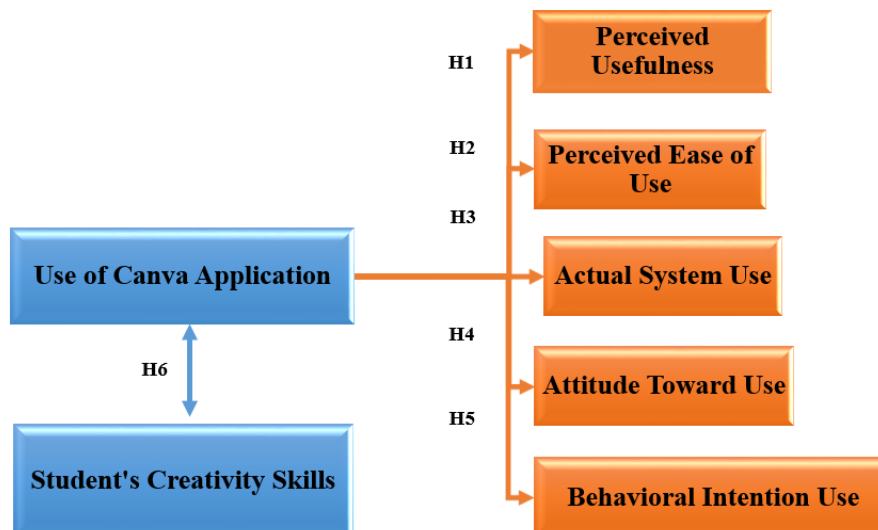
#### Identification of Variables

Research variables are values, traits, or characteristics of a person that have certain variations set by researchers to be investigated and then conclusions are obtained (Sugiyono, 2016). This study uses independent variables, mediator variables, and dependent variables, such as:

1. Independent Variable : Use of Canva Application
2. Mediator Variable : Perceived Usefulness, Perceived Ease of Use, Actual System Use, Attitude Toward Use, and Behavioral Intention to Use
3. Dependent Variable : Student's Creativity Skills

#### Research Design

This study uses a type of quantitative research with a comparative causal research method (ex-post facto). The ex-post facto method aims to determine the causal relationship between the influence of the variable Use of Canva Application on Student Creativity Skills. Researchers assume that students of the Office Administration Education Study Program Class of 2022 have a high level of tendency to use the Canva application.



Source: Adaptation of research (Amanda et al., 2024; Junaedi, 2021; Mahendra, 2016; Noventi, 2024)

Figure 3. Methodology Conceptual Framework

#### Sample and Population

Direktorat Jenderal Pendidikan Tinggi (2024) shows that the total data of Office Administration Education Study Program students in the Class of 2020, 2021, 2022, and 2023 are 1.808 students as the research population.

Table 1.

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**Total Population**

No	Semester / Grade	The Number of Students
1.	Even / 2020	322
2.	Even / 2021	300
3.	Even / 2022	444
4.	Even / 2023	742
Total Number of Students		1.808

Source : Direktorat Jenderal Pendidikan Tinggi (2024)

The research sample selection technique uses purposive sampling technique, by determining the sample based on the required criteria (Tersiana, 2018). Determination of the research sample size using the Slovin equation:

$$n = \frac{N}{1 + N(e)^2}$$

Description:

n: Sample

N: Population

e: Margin of error (10%)

If the sample used is Office Administration Education students in the Class of 2022 as many as 444 students with a 10% margin of error, then:

$$n = \frac{1.808}{1 + 1.808(0,1)^2}$$

$$n = \frac{1.808}{1 + 18,08}$$

$$n = \frac{1.808}{19,08}$$

$$n = 94,7 \approx 95$$

### Data Analysis

The data collection technique used a questionnaire with a likert scale with a score range of 1-5 to measure the level of use of the Canva application and student creativity skills. Researchers used simple regression analysis to test the effect of the variable use of the Canva application on student creativity skills. To determine the accuracy of the measuring instrument is able to provide appropriate results, it must determine the validity and reliability tests (Azwar, 2015). The entire data analysis process was carried out through SPSS 16 for windows software.

### RESULTS AND DISCUSSIONS

The subjects of this research were Office Administration Education students in the Class of 2022 at Surabaya State University totaling 98 students. The research subjects were categorized into three, such as gender, class, and time period as a canva app user.

**Table 2.**

Respondent Characteristics			
Category		Frequency	%
Gender	Man	11	11
	Woman	87	89
Class	PAP 2022A Class	29	30
	PAP 2022B Class	25	26
	PAP 2022C Class	16	16
	PAP 2022D Class	12	12
	PAP 2022E Class	7	7
	PAP 2022I Class	9	9
Time Period as a Canva App User	Less than 1 year	3	3
	More than 1 year	95	97
Total		98	100

Source: Data processed by researchers (2024)



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Table 2 shows an overview of information regarding the participation of respondents in this research. Most of the respondents were women, with a percentage of 89% or 87 respondents. For the gender of man, a percentage of 11% or 11 respondents was obtained. In the class category, most respondents were obtained from PAP 2022A class, with a percentage of 30% or 29 respondents, PAP 2022B class obtained a percentage of 26% or 25 respondents, PAP 2022C class obtained a percentage of 16% or 16 respondents, PAP 2022D class obtained a percentage of 12% or 12 respondents, PAP 2022E class obtained a percentage of 7% or 7 respondents, and PAP 2022I class obtained a percentage of 9% or 9 respondents.

### Validity and Reliability Test of Canva Application Use

**Table 3. Validity Test Results of Using the Canva Application**

Item	R-Count	R-Table (10% ; N = 98)	Test Result
X1	0.5380	0.1671	Valid Item
X2	0.5650	0.1671	Valid Item
X3	0.6010	0.1671	Valid Item
X4	0.5190	0.1671	Valid Item
X5	0.6790	0.1671	Valid Item
X6	0.6440	0.1671	Valid Item
X7	0.4850	0.1671	Valid Item
X8	0.5840	0.1671	Valid Item
X9	0.6470	0.1671	Valid Item
X10	0.5220	0.1671	Valid Item
X11	0.5660	0.1671	Valid Item
X12	0.6380	0.1671	Valid Item
X13	0.6060	0.1671	Valid Item
X14	0.5090	0.1671	Valid Item
X15	0.5910	0.1671	Valid Item
X16	0.6420	0.1671	Valid Item
X17	0.6040	0.1671	Valid Item

Source: Data processed by researchers (2024)

The validity test is used to assess the reliability of measuring instruments on the use of the Canva application and creativity ability. Indriantoro & Bambang (2018) suggest that valid power is the suitability of the data obtained by the researcher with the actual data on the research object. Furthermore, reliability testing must have a Cronbach's Alpha value coefficient  $> 0.700$  is considered reliable (Uyanto, 2009). In the initial stage, the measurement model is carried out by determining the validity and reliability of the instrument. Based on the description above, table 3 shows that each indicator in variable X (Use of Canva Application) produces an R-Count  $>$  R-Table value. The R-Table value is obtained from a two-way significance level with 98 student respondents, resulting in 0.1671. So, this study shows that each statement item on variable X (Use of the Canva Application) produces an R-Count  $>$  R-Table value, so the indicators of this study are declared valid.

**Table 4. Reliability Test Results of Using the Canva Application**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.873	17

Source: Data processed by researchers (2024)

Table 4 shows that the Canva Application Usage scale items have a Cronbach's Alpha value coefficient of  $0.873 > 0.700$ , so it can be declared reliable.

**Table 5. Students Creativity Skills Validity Test Results**

Item	R-Count	R-Table (10% ; N = 98)	Test Result
Y1	0.5470	0.1671	Valid Item
Y2	0.5540	0.1671	Valid Item
Y3	0.7070	0.1671	Valid Item
Y4	0.3610	0.1671	Valid Item



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Y5	0.7250	0.1671	Valid Item
Y6	0.6680	0.1671	Valid Item
Y7	0.6380	0.1671	Valid Item
Y8	0.5890	0.1671	Valid Item
Y9	0.6430	0.1671	Valid Item
Y10	0.6250	0.1671	Valid Item
Y11	0.7280	0.1671	Valid Item
Y12	0.7520	0.1671	Valid Item

Source: Data processed by researchers (2024)

Table 5 shows that each indicator in variable Y (Students Creativity Skills) produces an R-Count > R-Table value. The R-Table value is obtained from a two-way significance level with 98 student respondents, resulting in 0.1671. So, this study shows that each statement item on variable X (Use of the Canva Application) produces an R-Count > R-Table value, so the indicators of this study are declared valid.

**Table 6. Reliability Test Results of Student Creativity Skills**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.857	12

Source: Data processed by researchers (2024)

Table 6 shows that the Canva Application Usage scale items have a Cronbach's Alpha value coefficient of 0.857 > 0.700, so it can be declared reliable.

**Table 7. The Result of T-Test (Partial Test)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	7.135	5.057		.161
	Use of Canva Application	.572	.071	.637	.000

a. *Dependent Variable:* Student's Creativity Skills

Source: Data processed by researchers (2024)

Table 7 shows that the results of the coefficient analysis on the Canva Application Use variable are 8,096 with a significance of  $0.000 < 0.050$ , so that the Use of the Canva Application has a significant value and the first hypothesis is accepted "The Use of the Canva Application has a positive effect on Student's Creativity Skills".

**Table 8. The Result of F-Test (Simultan Test)**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	<i>Regression</i>	1981.526	1	1981.526	65.538	.000 <sup>a</sup>
	<i>Residual</i>	2902.525	96	30.235		
	<i>Total</i>	4884.051	97			
a. <i>Predictors: (Constant), Use of Canva Application</i>						
b. <i>Dependent Variable: Students Creativity Skills</i>						

a. *Predictors:* (Constant), Use of Canva Application

b. *Dependent Variable:* Students Creativity Skills

Source: Data processed by researchers (2024)

Table 8 shows that the Use of Canva Application has a significance value of  $0.000 < 0.050$  and the results of the F value are 65,538, so the first hypothesis is accepted. These results can be concluded that the Canva Application Usage variable simultaneously affects Student's Creativity Skills.

**Table 9. Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637 <sup>a</sup>	.406	.400	5.49860

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### a. *Predictors: (Constant)*, Use of Canva Application

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Source: Data processed by researchers (2024)

Table 9 shows that the R Square value is 0.406 so that the use of the Canva application simultan affects the student's creativity skills by 40.6%. This is in line with the results of research Amanda et al. (2024) howing that the creativity of students increased significantly by 14.2% with an average percentage of 59.6% in the "Quite Creative" category to 73.9% shown in the "Creative" category.

#### **The Effect of Canva Application Use on Perceived Usefulness**

Aulia et al. (2023) states that from the results of the H1 hypothesis test regarding the effect of using the Canva App on Perceived Usefulness, it shows that the original sample with a total value of 0.431 and a t-statistic of more than 1.645 with P values  $\leq 0.1$ , so H1 can be accepted because there is a significant positive effect on the use of the Canva App on Perceived Usefulness. Nurullia et al. (2024) stated that the effect of using the Canva App on Perceived Usefulness with the number of hypothesis tests worth t-statistics  $5.146 > 1.96$  and a p-value value of  $0.000 < 0.5$ , so H0 is rejected.

#### **The Effect of Canva Application Use on Perceived Ease of Use**

Aulia et al. (2023) states that from the results of the H2 hypothesis test regarding the Canva Application Use on Perceived Ease of Use, it shows that the original sample with a total value of 0.209 and a t-statistic of more than 1.645 with P values  $\leq 0.1$ , so H2 is accepted because there is a significant positive effect of using the Canva App on the Perceived Ease of Use. Nurullia et al. (2024) states that from the results of the H2 hypothesis test regarding the effect Canva Application Use on Perceived Ease of Use which can be seen from the bosstrapping table, the results show a t-statistic value of  $2.697 > 1.96$  and P value of  $0.000 < 0.5$ , which means that H0 is rejected.

#### **The Effect of Canva Application Use on Actual System Use**

Aulia et al. (2023) states that from the results of the H3 hypothesis test regarding the use of the Canva Application Use on Actual System Use which shows that the original sample with a value of -0.038 and a t-statistic of less than 1.645 with P values  $> 0.1$ , it can be interpreted that H3 is rejected because there is a significant positive effect on the use of the Canva Application Use on Actual System Use. Nurullia et al. (2024) states that from the results of the H3 hypothesis test regarding the effect of Canva Application Use on Actual System Use which can be seen from the Bosstrapping table, the results show the number of t-statistic values  $1.543 > 1.96$  and P value of  $0.124 > 0.5$  which means that H0 is accepted because the use of the Canva Application has no effect on the Actual System Use.

#### **The Effect of Canva Application Use on Attitude Toward Use**

Aulia et al. (2023) states that from the results of the H4 hypothesis test regarding the effect of Canva Application Use on Attitude Toward Use which can be seen from the original sample with a value of 0.386 and a t-statistic of more than 1.645 with P values  $\leq 0.1$ , it can be interpreted that H4 is accepted because there is a significant positive effect on the use of the Canva Application on Attitude Toward Use. Nurullia et al. (2024) states that from the results of the H4 hypothesis test regarding the effect of using the Canva Application on Attitude Toward Use which can be seen from the Bosstrapping table shows the t-statistic results with a value of  $7.111 > 1.96$  and a P value of  $0.000 < 0.5$  which means that H0 is rejected.

#### **The Effect of Canva Application Use on Behavioral Intention to Use**

Aulia et al. (2023) state that from the results of the H5 hypothesis test regarding the effect of using the Canva App on Behavioral Intention to Use which can be seen from the original sample with a value of 0.488 and a t-statistic of more than 1.645 with P values  $\leq 0.1$ , it can be interpreted that H5 is accepted because there is a significant positive effect on the use of the Canva App on Behavioral Intention to Use. Nurullia et al. (2024) state that from the results of the H5 hypothesis test regarding the effect of using the Canva App on user attitudes which can be seen from the Bosstrapping table, the t-statistic results show a value of  $7.335 > 1.96$  and P value of  $0.000 < 0.5$  which means that H5 is accepted because there is an influence on the use of the Canva App on the interest and Behavioral Intention of Using it.

#### **The Effect of Canva Application Use on Student Creativity Skills**

The findings of hypothesis testing show that the results of the variable coefficient analysis The Use of the Canva Application has a significant effect on Student Creativity Skills of 8.096 with a significance of  $0.00 < 0.05$ . This shows that the first hypothesis is accepted "The Use of Canva

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Application has a positive effect on Student Creativity Skills". The relationship between the variable Use of Canva Application and Student Creativity Skills can be seen from the simple regression coefficient which is positive at 0.572, meaning that there is a unidirectional relationship. This value means that the higher the level of use of the Canva application as a digital learning media, the more students' creativity abilities will increase. The R Square value of 0.406 means that the Canva application usage variable affects student creativity skills by 40.6%.

This is in line with the research of Annissa & Wikarya (2022), which states that the results of the T test have a significant value of 0.000, meaning that the significant value is  $< 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted "there is the use of Canva-based media can increase student creativity in learning fine arts". Noventi (2024) states that the correlation results have a value of 3.985 on the  $t_{\text{count}}$  and  $t_{\text{table}}$  using a significant level of 5% with  $dk = n-2$ , namely  $30-2 = 28$ , so the  $t_{\text{table}}$  obtained a value of 2.048. The value of  $t_{\text{count}} > t_{\text{table}}$ , so  $H_a$  is accepted and  $H_0$  is rejected. There is a significant correlation between Canva application and student creativity. Amini & Suswanto (2022) also stated that the results of the hypothesis test showed a  $t_{\text{count}}$  value of 10.478 and a  $t_{\text{table}}$  value of 1.667, meaning that the  $t_{\text{count}}$  value  $> t_{\text{table}}$ , this indicates that  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that there is a significant influence on the Canva application on visual communication design creativity in SCTV 2023 internship students.

This research is in line with Ningsih et al. (2024) in a total of 35 people stated that the Canva application can increase knowledge and skills in developing and preparing creative learning media. A total of 83.33% of people are confident and have the skills to develop creative learning media using Canva. The use of the Canva application in preparing teaching media is very important to improve creative learning with a percentage of 86.67%. The Canva application can not only be used as a presentation and graphic design with a percentage of 85.00%, and the Canva application is complete with features and elements that suit the needs of Canva users with a percentage of 83.33%. This research is reinforced by Amanda et al. (2024) on 33 students as respondents stating that the assessment of students' work in making digital posters with an assessment rubric which has a percentage of 89.2% falls into the "Very Good" category with a range of 86% to 100%. In this case it can be interpreted that the use of the Canva application can improve the work of students in making digital posters. In measuring the Canva application on students' creativity, researchers also measured creativity from before to after using the Canva application. The results showed that the creativity of students increased significantly by 14.2% with an average percentage of 59.6% in the "Quite Creative" category to 73.9% shown in the "Creative" category.

Therefore, the results of the research state that the use of the Canva application has a positive effect on student creativity skills through the creation of graphic designs, animated videos, presentation designs, and other educational materials. The Canva application is used as one of the interactive and collaborative digital learning media by prioritizing original work in meeting academic education needs. In other words, the design features in the Canva application are able to support each student to improve information visualization, develop creativity, and create innovative learning media. The opportunity to learn to understand design concepts in the Canva Application can make it easier for students to find creative ideas according to design needs.

### CONCLUSION

Based on the discussion of the research results, it shows that each statement item on the Use of Canva Application has a positive effect on Student Creativity Ability which results in the  $R\text{-Count} > R\text{-Table}$  value. The  $R\text{-Table}$  value is obtained from a two-way significance level with 98 student respondents, resulting in 0.1671. So, this study shows that the indicator of Canva Application Use on Student Creativity Ability is declared valid. The higher the level of use of the Canva application as a digital learning media, the more students' creativity skills increase. The R Square value is 0.406 which shows that the use of the Canva application affects student creativity skills by 40.6%. This research is expected to encourage students' creativity skills in creating educational materials designed according to creative abilities, maximizing the use of features / menus provided by the Canva application.

There are several limitations in this study, such as researchers only focusing on Surabaya State University Office Administration Education students as research subjects, and data collection was carried out by distributing questionnaires. The recommendations that can be made for future researchers, namely identifying other variables that affect students' creativity abilities in using the Canva application as one of the digital learning media.

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